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grading and promotion, the division of the curriculum into units appropriate for each of the grades and classes, best types of daily programs, modes of handling the classes which are preparing their lessons as well as the methods of conducting the recitation, and, finally, the matter of measuring the results of the work. The treatment of each topic shows that the author has been in practical contact with the problems and is thus in a position to present the matters most necessary for the training of the beginning teacher.

The last portion of the volume is devoted to the personality and professional qualifications and relationships of the teachers. Large emphasis is placed upon the necessity of a proper personality on the part of the teacher; and a careful analysis of the factors that make up a proper personality is presented. Equal emphasis is placed upon the necessity of proper training by way of developing the professional aspects of the teaching personality. A highly commendable chapter deals with the matter of the teacher's health and recreational opportunities and activities. The section closes with a discussion of the relation of the teacher to the school organization and to the community in general.

For use as a textbook in teachers' training classes, the book is well supplied with teaching helps; an outline of each chapter at the beginning, a summary at the end, a set of well-chosen references for additional reading, and, finally, an extensive and varied series of questions and problems for discussion.

The book gives a general over-view of a large field of problems which need to be seen in their relationships by teachers in training and the younger teachers in service. It may well be thus introductory to a more intensive study of the numerous topics introduced as these are taken up in the more specialized advanced courses.

FRANKLIN BOBBITT

BLISS, DON C. *Methods and Standards for Local School Surveys*. Introduction by GEORGE DRAYTON STRAYER. Boston: D. C. Heath & Co., 1918. Pp. xxiv+264.

This volume is prepared as a handbook for the guidance of superintendents, principals, and teachers in the making of what has been called the self-survey. The volume must therefore be judged on the basis of its values for such purposes.

The chapter entitled "Survey Outline" is the one that will logically come first in the actual use of the volume for self-surveys. It presents a list of one hundred fourteen topics and questions upon which information is to be secured in the making of the survey. These cover practically all

of the fundamental aspects of a school organization with its varied labors. Quite a number of the topics involve extended labor and require further differentiation into specifics in the actual assemblage of the facts. This outline is reasonably well balanced, it would appear. The significance of the topics and the nature of the work to be accomplished are well indicated by being stated usually in the form of questions or problems rather than as mere topics.

The main body of the book is given over to an elaboration of these various topics. They are discussed, much as in the surveys or in books of school administration, by way of having their significance shown. Directions are given as to the kinds of facts to be secured and as to modes of organizing those facts. Where the survey will be quantitative—and the quantitative aspects are greatly emphasized in this volume—examples of statistical tables to be drawn up are presented which show not only modes of organizing facts, but also the standards of actual practice, as these have been ascertained in school surveys and in other educational studies. Drawing facts, figures, principles, standards, etc., from a number of school surveys, the volume is, in a sense, a summary of the findings of surveys. Naturally no exhaustive summary could be presented in the space of two hundred pages, and only a limited number of surveys were employed for the purpose: those by Cubberley, Ayres, Van Sickle, Strayer, Moore, F. C. Ayer, the Ohio State Survey, and the New York State Department's Survey of Buffalo, New York.

Two of the longer chapters of the volume deal with "Statistical Interpretation" and "Graphical Representation." These chapters intend to present those fundamentals of statistical and graphical methods which are actually needed by the workers in the making of the self-survey.

FRANKLIN BOBBITT

ENGELHARDT, N. L. *A School Building Program for Cities*. New York: Teachers College, Columbia University, Contributions to Education, No. 96, 1918. Pp. ix+130.

Dr. Engelhardt's dissertation includes studies in population, studies involving the school plant, and two sections on financing a building program. The measurement of population, the measurement of school population, and geographical distribution of population are the subjects included in the first series of studies. The discussion of these topics is based largely on a number of tables which give such data as: growth of population in American cities, variation in the percentage of growth in the 226 largest cities in the United States, number of cities having various percentages of total population,